

# Adult Education Newsletter

For Teachers and Leaders —ITN-NTI

*Education is not the filling of a pail, but the lighting of a fire.*

William Butler Yeats

## Theory: Pedagogy and Andragogy

### Definitions

**pedagogy** [ped-uh-goh-jee, -goj-ee] *–noun, plural -gies.*

1. the function or work of a teacher; teaching.
2. the art or science of teaching; education; instructional methods.

*Origin:* 1575–85; < Greek *paidagōgía* office of a child's tutor.

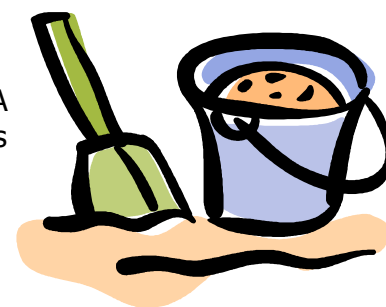
Dictionary.com Unabridged -- Based on the Random House Dictionary, © Random House, Inc. 2011.

Dr. Russ Lovett in **LB 201 – Galatians**, Lesson 2 writes: “The pedagogue was not a teacher to whom the students came to take lessons. The pedagogue was an employee or a slave of the family itself who worked in the house to guarantee the good moral development of the children which included making sure they completed their scholarly work. The pedagogue went with the children to school. He supervised their homework. But he also ensured their social, personal and cultural development by disciplinary exercises.”

As you can see, the word has changed since the time of the Apostle Paul. It has expanded to include teaching as a whole, yet commonly it is used to refer to the teaching of children - that is those who are still not functioning as adults in their society. The teacher’s work concludes when, much as the role of the Galatian pedagogue’s work ended, the children are ready to be presented as adults to society.

Teachers of children transfer their knowledge to the children they teach. A successful teacher has a class that can give back the answers to questions that have been covered in the course material.

The most common classroom activity is lecture by the teacher. The students listen and take notes. It is assumed that the children have nothing to contribute. The teacher fills the child’s empty bucket.



**andragogy** - [an-druh-goh-jee, -goj-ee] *–noun* the methods or techniques used to teach adults.

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Malcolm Knowles (as cited in Brookfield, 1986, p.92) gives the four assumptions of andragogy as follows:

1. Adults both desire and enact a tendency toward self-directedness as they mature, though they may be dependent in certain situations,
2. Adults’ experiences are a rich resource for learning. Adults learn more effectively through experiential techniques of education such as discussion or problem solving

3. Adults are aware of specific learning needs generated by real life tasks or problems. Adult education programs, therefore, should be organized around 'life application' categories and sequenced according to learners' readiness to learn.
4. Adults are competency based learners in that they wish to apply newly acquired skills or knowledge to their immediate circumstances. Adults are, therefore, 'performance-centered' in their orientation to learning.

As you can see this is altogether different than pedagogy. Adults are expected to know what they want to learn and contribute to the learning process at every step. They anticipate what they learn to be useful instantaneously.

Let's look at the assumptions. Does this mean that the students should decide what is necessary to learn and if they don't think it's important they can skip it? No. Brookfield (1986, p.98) states, "In most educational programs there will be some curricular areas and program areas that represent a direct response to the expressed needs of learners, others that reflect the educator's view of what ought to be minimally present in any education or training program."

### **How does this apply to theological education in Africa today?**

Since theological instruction is primarily (if not exclusively) for adults, should all the classes be based on the above assumptions?

No, Brookfield (1986, p.122) writes, "Once we realize that every learning group contains a configuration of idiosyncratic personalities, all with differing past experiences and current orientations, all at different levels of readiness for learning, and all possessing individually developed learning styles, we will become extremely wary of prescribing any standardized approach to facilitating learning."

The International Board of Education has requirements for an educational program to be considered to fulfill all that is necessary academically for ordination. The ITN-NTI courses meet those requirements. Each course is needed. The curricula writers have made an effort to make the courses practical and stretching for the students.

Should all classes be primarily small group discussions and role playing?

Some classes lend themselves to class discussions, presentations and role playing. Others are not within the sphere of the student's experience and may require more lecture. Yet, with creativity, the teacher can draw on the students' experiences. For example, the students may not know what Martin Luther or John Wesley did in a given situation, but the students can be given a chance to reflect on what they would do or come up with various possibilities and what the ramifications of those alternatives might be. Allowing them to speculate before telling them what Luther or Wesley did will increase interest and involvement.



Do the teachers need to be prepared or can they just watch as the students interact with the materials provided?

Teachers of adults need to be prepared. The class may begin a discussion on a minor point of the lesson, but deeply relevant to the local situation. This is an example of the self-directedness of adult learners. This discussion should be allowed to continue for a time, but may need to be postponed to a time outside of class if it threatens to take over the class. This would be at the teacher's discretion.

Adult education is "lighting the fire." Expect your students to ask questions and go beyond the material. Don't be afraid or ashamed to say, "I don't know, but I will find out and get back to you." Then, look up the answer. If an issue is raised and you cannot find an answer, contact Dr. Greg Crofford by e-mail

([Director.itn@gmail.com](mailto:Director.itn@gmail.com)) or the course writer and they will help to find the answer you seek.

Brookfield, Stephen D., *Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices*. Jossey-Bass Publishers: San Francisco, 1986.




## Practics: Teaching Vocabulary

This is a theology class, why should I spend class time teaching vocabulary?

### Three reasons to teach vocabulary:

1. Your students will understand the lesson better if they are not stumbling over unfamiliar words,
2. By taking a good look at the words used in the lesson before you teach, you will not be stumped when a student asks for a definition of an unfamiliar word,
3. Your students will gain a larger vocabulary outside the field of theology that can be useful as they read other materials (books, newspapers, etc.).

### How to teach vocabulary

Say the word clearly and write it on the board – This is the bare minimum. If you have access to the internet, go to [www.dictionary.com](http://www.dictionary.com) and press the megaphone (  ) symbol to hear the word pronounced. If you do not have access, look in a dictionary and practice reading the phonetic symbols with words you know. Once you can read the symbols easily, use them for unfamiliar words. (Ex. Family / 'fæm ə li, 'fæm li/, so'te'ri'ol'o'gy /sə'tɪər i'ɒl ə dʒi/) This is worth the effort.

Get the class to repeat the word in chorus – It will take a few tries before everyone says it correctly.

Translate the word into the student's first language or ask if the students can give an equivalent in the local language. – in the certificate classes, the entire class may be taught in the local language, but teach the students some English as well. Stretch them linguistically.

Draw a picture to show the meaning of the word, or mime the meaning.

Give examples of the word in various sentences. One example may not be enough. If I say "John is a voracious reader," voracious" could mean "good" or "poor", but in fact it means neither. (In this case, it means "exceedingly eager or avid")

Ask questions using the new word. "Do you chide your children?" "Do your feelings fluctuate concerning church leaders?"

### Vocabulary expansion

Sometimes it is good to learn a whole set of related words at one time. Why not learn these words together: Christology (study of the nature, person and deeds of Christ), soteriology (study or doctrine of salvation), pneumatology (doctrine of the Holy Spirit) and eschatology (doctrine of last things – end times)?

As you think of words on your vocabulary list, are there other related words that could be taught or at least introduced at the same time?

### Lesson Preparation

Read through the lesson aloud. If you stumble on a word or wonder what it means, look it up. If it has value beyond the classroom or is an important word for the course material, write it down as a word to be taught. Choose the 5-10 most important words to focus on. Each teacher will develop a different list according to the needs and abilities of the class to be taught.

Decide which technique above would be the best way to make the word meaning clear and memorable. Most likely you will need a combination of several techniques.

Teaching vocabulary (including a review of vocabulary from past lessons) will probably not take longer than 10 -15 minutes/ lesson.

**After you teach – Reflect**

Did the students learn the material you presented? Did they understand it?

What method seemed to be the most effective?

Was the amount of time spent on vocabulary too long, too short or just right?

What will you do the same or differently next time?

**Case Study - Practice**

These are a possible list of vocabulary words from **ET 202 Holiness 2: Wesleyan Perspectives, Lesson 1**

collaborator – co-laborer, one who works with another towards a common goal

parish – an ecclesiastical district having its own church and member of the clergy

chide – express disapproval of, scold

proposition – the act of suggesting something to be considered, accepted, adopted, or done.

fluctuate – to change continually; shift back and forth; vary irregularly

How would you teach these words?



**1 Timothy 4:11-14**

Command and teach these things,

Don't let anyone look down on you because you are young,

but set an example for the believers

in speech, in life, in love, in faith and purity.

Until I come, devote yourself to the public reading of Scripture,

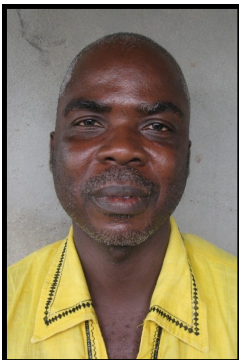
to preaching and to teaching.

Do not neglect your gift, which was given you through a prophetic message

when the body of elders laid their hands on you.



**News**



Rev. Sam Lama, National Education Coordinator for Liberia, reports,

“NTI– Liberia is doing fine. We were able to carry out successfully the Teacher Education Conference with sixteen pastor-students who were mandated to return to their district NTI and teach each of the courses before their grades can be sent or registered. Liberia now has seventeen centers with 246 pastors. We are working on a three-year study plan.